LineUp With Math™ Alignment
Essential Academic Learning Requirements And Grade Level Expectations

EALR 1: The student understands and applies the concepts and procedures of mathematics.

Component 1.1: Understand and apply concepts and procedures from number sense.

NUMBER AND NUMERATION

GLE 1.1.4 Understand the concept of direct proportion.

Evidences of Learning	***LineUp With Math*™ Activities**
▪ Express proportional relationships using objects, pictures, and symbols.	--Use an interactive simulator plus calculation worksheets to apply proportional reasoning to identify and resolve distance, rate, time conflicts in air traffic control.
▪ Solve problems involving proportions.	--Use an interactive simulator plus calculation worksheets to apply proportional reasoning to identify and resolve distance, rate, time conflicts in air traffic control.
▪ Use ratios to make predictions about proportions in a future situation.	--Use an interactive simulator plus calculation worksheets to apply proportional reasoning to identify and resolve distance, rate, time conflicts in air traffic control. --Predict and resolve aircraft conflicts and explain results of mathematical calculations and simulations.

EALR 2: The student uses mathematics to define and solve problems.

Component 2.1: Understand problems.

GLE 2.1.1 Analyze a situation to define a problem.

Evidences of Learning	***LineUp With Math*™ Activities**
▪ Define the problem.	--Apply mathematics to solving distance, rate, and time problems for aircraft conflict scenarios.

Component 2.2: Apply strategies to construct solutions.

GLE 2.2.1 Apply strategies, concepts, and procedures to devise a plan to solve the problem.

Evidences of Learning	***LineUp With Math*™ Activities**
▪ Select and apply appropriate mathematical tools for a situation.	--Use an interactive simulator plus calculation worksheets to model and resolve air traffic control conflicts. --Choose and apply a variety of strategies to optimize the solution of air traffic control conflicts.

GLE 2.2.2 Apply mathematical tools to solve the problem.	
Evidences of Learning	***LineUp With Math™* Activities**
▪ Implement the plan devised to solve the problem.	--Apply mathematics to solving distance, rate, and time problems for aircraft conflict scenarios.
▪ Check the solution to see if it works.	--Predict and resolve aircraft conflicts and explain results of mathematical calculations and simulations.

EALR 3: The student uses mathematical reasoning.

Component 3.2: Make predictions, inferences, conjectures, and draw conclusions.

GLE 3.2.1 Apply prediction and inference skills to make or evaluate conjectures.	
Evidences of Learning	***LineUp With Math™* Activities**
	--Predict and resolve aircraft conflicts and explain results of mathematical calculations and simulations.

GLE 3.2.2 Apply the skills of drawing conclusions and support the conclusions using evidence.	
Evidences of Learning	***LineUp With Math™* Activities**
▪ Draw conclusions from displays, texts, or oral discussions and justify those conclusions with logical reasoning or other evidence.	--Predict and resolve aircraft conflicts and explain results of mathematical calculations and simulations.

Component 3.3: Verify results

GLE 3.3.1 Analyze procedures and information used to justify results using evidence.	
Evidences of Learning	***LineUp With Math™* Activities**
▪ Justify the reasonableness of an estimate.	--Predict and resolve aircraft conflicts and explain results of mathematical calculations and simulations.

EALR 4: The student communicates knowledge and understanding in both everyday and mathematical language.

Component 4.2: Organize, represent, and share information.

GLE 4.2.2 Apply communication skills to clearly and effectively express or present ideas and situations using mathematical language or notation.	
Evidences of Learning	***LineUp With Math™* Activities**
▪ Clearly explain, describe, or represent mathematical information in a pictorial, tabular, graphical, two- or three-dimensional drawing, or other form as appropriate for the mathematical information (e.g., time, distance, categories), audience, and/or purpose, such as to perform or persuade, with notation and labels as needed.	--Use an interactive simulator plus calculation worksheets to model and resolve air traffic control conflicts.

EALR 5: The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.	
Component 5.3: Relate mathematical concepts procedures to real-world situations.	
GLE 5.3.1 Understand that mathematics is used in daily life and extensively outside the classroom.	
Evidences of Learning	***LineUp With Math™* Activities** --Apply mathematics to solving distance, rate, and time problems for aircraft conflict scenarios.
GLE 5.3.2 Understand that mathematics is used within many occupations or careers.	
Evidences of Learning ▪ Explain how mathematics is used in careers or occupations of interest (e.g., complete a mathematically based project).	***LineUp With Math™* Activities** --Apply mathematics to solving distance, rate, and time problems for aircraft conflict scenarios.